

# **KENTUCKY DSP CREDENTIALING MANUAL**

**THE PATH TO RECOGNITION,  
CERTIFICATION AND CONTINUED  
EXCELLENCE**

**DIVISION OF DEVELOPMENTAL AND  
INTELLECTUAL DISABILITIES**

**MARCH 2014**

# DIVISION of DEVELOPMENTAL and INTELLECTUAL DISABILITIES

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## **MISSION**

It is the Mission of DDID to empower each person to realize his or her place in the community as a citizen of the Commonwealth of Kentucky. To accomplish this mission, DDID will partner with and support persons with intellectual or developmental disabilities (I/DD), families, advocates, stakeholders and government agencies.

## **VISION**

People, throughout their lifespan, are active, contributing and respected members of their community. People have the ability to choose from a full array of effective and meaningful natural and paid supports to access what is important **for** them and to access and maintain what is important **to** them.

## **VALUES**

The following principles guide the work of DDID staff as we strive to make a positive difference in the lives of all individuals with whom we come in contact:

### **Person Centered Thinking and Communities**

Person centered thinking drives our actions by emphasizing the importance of each person. Communities are the first places to seek, identify, and nurture supports and opportunities.

### **Participation in the Community**

We affirm all people can direct their own supports and thereby encourage and promote true and meaningful participation in the community as essential to person centered practices.

### **Employment**

Individuals of working age are employable: employment is life-enriching.

### **Direct Support Professionals**

We recognize and embrace Direct Support Professionals as essential team members whose input is valued and respected at all levels of planning and implementation of services pertinent to individuals they support.

### **Natural Supports**

We promote and respect the involvement of family members and natural supports to empower individuals in the pursuit of active meaningful participation within their community.

### **Best Practice**

Initiatives and supports are driven by research and data to include the array of promising, evidence-based, and identified best practices.

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## **INTRODUCTION**

Thank you for your interest in the Kentucky Direct Support Professional Credential Program. The Division of Developmental and Intellectual Disabilities (DDID) has designed a credential program for professional advancement and self-empowerment specifically for you, the Direct Support Professional (DSP). This credential program offers you the opportunity to display your education, work experiences, and skill sets by completing and submitting a professional electronic portfolio to attain a Kentucky DSP Credential. Through this program, you will demonstrate a standardized knowledge base of competencies and skill standards that sets you apart from other Direct Support Professionals. This is a great time to demonstrate your ambitions and abilities to provide person-centered, participant-directed supports in Kentucky in a professional and ethical manner.

Many of you have been employed in this profession for many years, while some of you are relatively new to this profession. We know that you benefit from learning and applying evidence-based best practice knowledge, skills, techniques and strategies on a routine basis. We recognize that, because of your efforts, the lives of the participants supported are enhanced due to your commitment. This helps participants to build upon both paid and natural supports to increase their opportunities to live meaningful and self-directed lives.

There are many fantastic opportunities to demonstrate your personal and professional commitment to enhance the lives of participants you support regardless of the environment, budget constraints, and life circumstances.

There are currently six (6) credentials available through the Kentucky Direct Support Professional Credential Program. You may enter the program at any level if you meet one of the qualification options and requirements outlined in this manual. You may seek to obtain one or more of the credentials offered in this program. Participation is voluntary and there are no application fees. However, it will take time and effort to pursue a Kentucky DSP Credential. Becoming credentialed will help you: (1) recognize the vital role you play; and (2) the value of your commitment and dedication to making a positive difference in the lives of each participant you support and their circle of family and friends.

It's up to you now! It is hoped you decide to expand your knowledge through the credential program. On behalf of the individuals you support and their families/friends, we extend a sincere thank-you for your commitment to providing quality supports.

## **GENERAL CREDENTIAL INFORMATION**

### **What is Credentialing?**

Credentialing is a process of receiving recognition from an official agency for mastering and demonstrating professional standards of practice. A part of the recognition which sets you apart is the acknowledgement that the earned credential signifies your mastery of DSP standards of practice established by DDID in Kentucky.

The purpose of the Kentucky Direct Support Professional Credential Program is to:

- Enhance the lives of participants utilizing community based services through the Medicaid Waiver Programs;
- Promote the professionalization of Direct Support Professionals in Kentucky;
- Promote a positive influence on recruitment, selection, and retention of highly qualified DSPs; and
- Promote an opportunity for DSPs to advocate for promotions and advancement in the field.

### **What are the Benefits of a Credential?**

Credentialing offers the following benefits to you, your employer, and the individuals you support:

- It reflects your commitment to providing quality, person-centered services by meeting specific performance expectations;
- It represents an employer's commitment to providing a higher standard of care by employing credentialed DSPs who demonstrate competency in specialized areas; and
- It offers assurances to the individual, their families/guardians and friends that the supports provided are delivered by staff who have demonstrated the appropriate level of competency necessary to support the individual's needs, preferences and personal goals.

Credentialing generally benefits the direct care profession by:

- Enhancing and improving the quality and effectiveness of supports;
- Promoting ongoing professional growth of a credentialed DSP; and
- Providing people outside the field of community based services an opportunity to see direct support work as an authentic profession with a career path.

## What is a Credential Portfolio?

A credential portfolio is a collection of work samples (evidence) that documents and describes your professional accomplishments and proficiency in providing person-centered direct support services. The process of creating a portfolio helps you to show concrete, or tangible, examples of your competencies, knowledge, and skills as a DSP. In short, a portfolio is about who you are, what you do, and why you do it.

A portfolio is a work in progress. It includes a collection of work samples and reflective summaries about your accomplishments, learning, and strengths. It captures your continuous growth to effectively support individuals with intellectual/developmental disabilities (I/DD) in multiple environments. A well-developed portfolio offers a unique picture of your abilities to provide person centered services in a variety of settings over a period of time. It should be a self-portrait that provides the reviewer an accurate reflection of where you are in your career as a DSP.

Portfolios are as individual as we each are – so no two will be the same. What you need to remember is that you are the designer of your portfolio. You choose how you are going to demonstrate your knowledge and skills as a DSP to the reviewer.

The portfolio is your way to showcase the knowledge and skills you have mastered in each of the designated and self-selected competency areas. The portfolio may contain material such as competency checklists, photographs, descriptive narratives, and/or video clips. The key is to be creative when producing your portfolio and find the best way to demonstrate your proficiency in the competency areas.

**Please keep in mind that the reviewer of your portfolio is looking for quality versus quantity.**

## What are the Personal Benefits of Developing a Professional Portfolio?



You recognize the impact you have upon the lives of the individuals you support.

Developing a portfolio gives you the opportunity to evaluate, reflect upon, and improve your ability to support individuals. The credential process requires you to think differently about your role as a DSP, what it means to be a DSP, and how you carry out that role daily.

Portfolio development requires you to reflect upon past experience, identify more effective ways to support individuals, and identify any skills needing improvement. The portfolio is all about you. It shows who you are and what you are able to do as a DSP interacting with individuals on a routine basis. Historically, DSPs have learned most of their knowledge, skills, and attitudes through on-the-job training. However, it is only in being able to apply what you learn that you become an effective support provider.

## What are the Available Kentucky Credentials?

The Kentucky Department of Behavioral Health, Developmental and Intellectual Disabilities (DBHDID), Division of Developmental and Intellectual Disabilities (DDID) currently offer six (6) credentials for Direct Support Professionals. Each credential provides options from which you choose to demonstrate your competence and ethical practice in providing specialized support(s) to individuals with I/DD. The following credentials are available through the Kentucky DSP Credential Program:

<b>AVAILABLE CREDENTIALS</b>	
DSP-C	Direct Support Professional-Credentialed
DSP-SHS	Direct Support Professional-Specialty in Health Support
DSP-SPBS	Direct Support Professional-Specialty in Positive Behavior Supports
DSP-SCG	Direct Support Professional-Specialty in Community Guide
DSP-SCA	Direct Support Professional-Specialty in Community Access
DSP-SE	Direct Support Professional-Specialty in Employment

## How Do I Begin?

The following few pages outline the process step-by-step. You are expected to create your own, personal electronic portfolio. However, this does not mean that you cannot work with other DSPs during the process. As you begin to put together a portfolio, we **encourage** you to work with your immediate supervisor, trained Peer Mentors and other DSPs. By having friends and colleagues working with you, the process seems easier, more interesting, and more rewarding.

Developing an electronic portfolio may be time consuming work, especially in the beginning. Take one step at a time and be diligent in your attention to the collection of work samples and the development of your reflective summaries. You will soon find you have the foundation of a portfolio in progress. Don't underestimate yourself, and don't be afraid to seek assistance when you get stuck. Everyone needs a little help at some time, especially when you are not used to "tooting your own horn."

***Remember: If you plan to include photographs, video clips, or anything that identifies participants by name, you must obtain a signed release of information permission form from the participant(s) or their guardian(s).***



# Kentucky DSP Credential Process

## STEP 1: Decide Which Credential or Credentials You Would Like to Obtain

Review the requirements for each credential and determine which credential(s) you would like you obtain.

Each specialty credential requires items related to that specific area. We encourage you to initially select no more than two credentials to work on at the same time. As you continue your professional growth, we encourage you to return to the credential requirements and pursue others as you increase your competencies, knowledge, and skills in specific areas of interest.

The qualifications required for each credential are contained in Appendix G. Each available credential is also listed separately on DDID's website in the SCL Training Section. The separate listings on the website contain the required qualifications, competency areas, and required knowledge and skills to be demonstrated for the specific credential. Each Kentucky DSP Credential Application Packet is located separately on DDID's website in the SCL Training Section at: <http://dbhdid.ky.gov/ddid/scl-training.aspx>

## Step 2: Complete the Application and Portfolio Requirements

Each Credential provides a minimum of three (3) options from which to choose to demonstrate your eligibility for a Kentucky DSP Credential. Select the appropriate option and begin the application and portfolio process. ***Please note, once you choose an option for a particular credential, you must stick with that option throughout the process.***

The bulk of your time and effort will be spent during this step of the process. The following information is offered to assist you in developing a quality professional portfolio.

A sample Kentucky DSP Credential Application Packet is located in Appendix A. You should download the specific Credential Application Packet from the DDID website (<http://dbhdid.ky.gov/ddid/scl-training.aspx>) for the credential(s) you are pursuing.

## Gather Evidence of Knowledge and Skills

Be thoughtful about your daily assignments. Think about how you can demonstrate your role, tasks, and activities performed as a part of your job. Be sure you have the appropriate permissions to use any agency information or pictures/images/personally identifiable information of individuals you support. Think of several different varieties of **work samples** that you may use to illustrate the **competencies** you have mastered. You will also include **reflective summaries** that provide evidence of your abilities.

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### What are Competencies?

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*Competencies are defined as "knowledge, skills, and behaviors that are stated in advance, can be demonstrated, and are possible to assess."*

*-Bullock & Hawk (2001), pg. 5*

## What are Work Samples?

Work samples provide evidence of your mastery of the stated competency areas and accompanying knowledge and skills. For every designated and self-selected competency area, there are certain knowledge and skills for which you are required to provide evidence that clearly shows you have mastered them. Keep in mind that as you begin to collect information for your portfolio, one work sample may demonstrate your mastery of more than one competency area and/or knowledge/skills within a single competency. When gathering work samples for your portfolio, you will need to specify the competency area(s) and skill standard(s) for which you are demonstrating mastery. Because you want your portfolio to be in an organized, easy to read format for the reviewer, you must document well when a work sample is intended to serve as a work sample for more than one competency area and/or more than one knowledge/skill standard. This will assist the reviewer in ensuring you have completed the requirements for a specific credential(s). Each work sample will require a reflective statement that outlines your ability to apply the skills on a consistent and routine basis.

The careful selection of work samples to include in your portfolio is essential. The key is to be highly selective and choose items to meet the purpose of the portfolio. Current work samples are more valuable than those representing experiences from many years ago. However, it is appropriate to include major awards or honors earned that are significant regardless of when you received them. These might include such things as receiving a “DSP of the Year” nomination, award, or some other honor for your service as a DSP.

Each work sample should support your competence in meeting the knowledge/skill standards identified in the competency area. You must communicate to the portfolio reviewer the relationship between the work sample and knowledge/skill standard(s). Descriptions of work samples that a DSP might include in an electronic portfolio are provided in Appendix B.

## What are Reflective Summaries?

Reflective summaries are your written thoughts, feelings, insights, and questions. They represent your analysis of the work sample used to demonstrate your proficiency in a competency area and skill expectation. Reflective summaries are statements which give the reviewer insight into your decision making and what you have learned from an event or situation. They bring meaning to the work sample and shows your ability to evaluate your personal performance and learning from a specific experience. Remember, your reflective summaries are unique to you. This includes your unique style of writing and your personal way of understanding experiences.

Reflective summaries will require you to give careful and analytical thought about issues related to the work of a DSP. Generally, reflective summaries (reflections) involve thinking in an organized and insightful way about what you are doing and the effects of your support on the individual’s life. The purpose of reflection is to develop your continuous awareness of personal thoughts, feelings, person-centered supports, and the individual’s reactions. This reflection should lead you to targeted change in your own

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### KEY POINT:

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***Work samples cannot stand alone and must have a description and reflective statement to be considered by the Reviewer.***

behavior, actions, and habits. The ultimate goal of reflection is to improve your effectiveness as a DSP.

The following qualities are provided as a guide in writing a reflective summary for your portfolio:

1. The reflective summary is written in first person format. This is a personal account of an event and identifies the work sample and reactions to the experience. Use key words and phrases such as: “when I helped, when I called, when I noticed...”
2. The reflective summary describes the situation and provides a thoughtful evaluation. One or two paragraphs should be sufficient for each reflection, but it should not be longer than two pages. You want to tell the reviewer why the work sample is important. It should not be a summary of the activity. Therefore, you may want to use the following three (3) questions to help you write your reflective summary:
  - What is the work sample?
  - Why did I put it under a specific competency area and knowledge/skill standard(s)?
  - What does it say about my competence as a DSP? How did I handle the situation?
3. A quality portfolio contains clear and concise reflective summaries.
4. The reflective summary is accurate and honest. It provides a description and analysis of the work sample.

Without a reflective summary, the reviewer will not be able to interpret why a particular work sample was chosen as the best demonstration of your proficiency and experience for a specific competency and knowledge/skill. This can reduce your score or may cause your portfolio to be returned. Appendix C contains a sample of a well-written reflective summary, as well as a sample of a reflective summary which would reduce your portfolio score.

## **Putting It All Together**

As you create your portfolio, make sure it is well written and free from grammatical and spelling errors. The use of technology provides an avenue for you to creatively demonstrate your competencies, knowledge, and skills. Remember, the use of technology only complements the contents of the portfolio – it does not replace them. You are demonstrating how you use your overall abilities to provide quality person-centered supports on a routine basis. Therefore, the organization and appearance of your work samples along with the thoroughness of your reflective summaries are very important. They tell your unique story as a DSP.

While there are many different ways to format an electronic portfolio, for the purposes of achieving a KY DSP Credential we provide a suggested format for your use. The format is included in Appendix D. We suggest that you use Microsoft Word to draft your portfolio until you have it exactly like you want it. The following **Portfolio Elements** are outlined to help you organize it:

## Portfolio Elements

1. Table of Contents

A table of contents makes it easy for you and the reviewer to quickly navigate to a section of your document.

2. Application for Credential

The Application for a DSP Credential may be obtained from DDID's website in the Training Section: <http://dbhddid.ky.gov/ddid/scl-training.aspx>

***Please note: Application Packets require specific information from all applicants regardless of qualification option chosen. You are strongly encouraged to use the "Kentucky DSP Credential Portfolio Submission Checklist" found in Appendix H of this manual and in each Credential Application Packet to ensure your packet contains all required information.***

3. Written verification from your current employer that you meet all of the regulatory personnel and training requirements as stipulated in 907 KAR 12:010.

A form is provided in Appendix A that you may give to your current employer to verify that you meet all regulatory personnel and training requirements specified in 907 KAR 12:010 which became effective February 1, 2013.

4. Personal Letter of Professional Commitment

This will provide the portfolio reviewer with insight regarding your professional goals and personal views within the human services field. Remember, you have your own goals and views regarding why you have chosen direct support services as your profession.

5. Letter of Support or Recommendation from a participant's family member or designated representative

This document needs to be completed by a participant you support or a family member or guardian. This letter needs to illustrate your character as well as your job performance as a Direct Support Professional. It is recommended that the letter of support or recommendation be completed by a participant or his or her family member/guardian for whom you have routinely provided supports for no less than six (6) months.

6. Signed commitment to adhere to the Kentucky DSP Code of Ethics.

A copy of the Kentucky DSP Code of Ethics is located in Appendix A for your preview and is a part of each Application for a Credential. Review the Code of Ethics carefully prior to signing and submitting with your application for a credential. If you have any hesitation about signing this document, we encourage you to discuss your hesitation with a trained peer mentor, a member of DDID's staff (i.e., the Quality Administrator that frequently visits your agency or any of the Provider Development Team members), or the SPEAK Coordinator.

7. Copy of the latest Kentucky College of Direct Support Phase I Competency Checklist.

In order to obtain a Kentucky DSP Credential, you must have successfully completed the Kentucky College of Direct Support Phase I Modules regardless of previous training requirements. In addition, you must have been observed by your supervisor utilizing the

latest Phase I Competency Checklist. A copy of this checklist with signatures must be included as evidence in your portfolio. You shall have your supervisor evaluate your performance if you completed the CDS Phase I Modules or Phase I Competency Checklist prior to the latest competency checklist posted on Kentucky College of Direct Support.

8. Copy of the latest Kentucky College of Direct Support Phase II Competency Checklist.

In order to obtain a Kentucky DSP Credential, you must have successfully completed the Kentucky College of Direct Support Phase II Modules. In addition, you must have been observed by your supervisor utilizing the latest Phase II Competency Checklist. A copy of this checklist with signatures must be included as evidence in your portfolio. You shall have your supervisor evaluate your performance if you completed the CDS Phase II Modules or Phase II Competency Checklist prior to the latest competency checklist posted on Kentucky College of Direct Support.

9. A letter of verification from your current employer which documents a performance evaluation has been completed within the previous 12 months from the date of credential application and you are considered to be an employee in good standing (i.e., you have not been suspended or placed on administrative leave for performance related issues within the previous 12-month period, your performance evaluation verified that you meet or exceed expectations as determined by the immediate supervisor).

If you have changed employers within the last 12 months and your current employer has not completed an evaluation, a letter of verification completed by your previous employer may be substituted. You must include an explanation as to why performance evaluation verification is being provided by a previous employer.

10. Copy of DDID Crisis Prevention and Intervention Training (DDID CPI) certificate signed by authorized trainer and dated since March 2012.

If the certified trainer of DDID's Crisis Prevention and Intervention Training did not provide a certificate of successful completion, but did place your completion of the training indicating a score of 85% or higher on the post training competency assessment on your Kentucky College of Direct Support Transcript, a copy of your transcript will be sufficient.

**Please Note:** The DDID approved CPI Trainer must have completed the DDID Crisis Prevention and Intervention Training of Trainers since March 2012 in order for the Crisis Prevention and Intervention Training to be accepted. It will be your responsibility as the candidate for a Kentucky DSP Credential to ensure the trainer has met this requirement and you have received the appropriate DDID CPI Training.

11. Copy of DBHDID Medication Administration Training signed by authorized trainer and dated after August 2010.

If the DBHDID Medication Administration Trainer did not provide a certificate of successful completion, but did place your completion of the training indicating a score of 85% or higher on the post training competency assessment on your Kentucky College of Direct Support Transcript, a copy of your transcript will be sufficient as proof of completion.

12. Copy of current First Aid and CPR certification.

Per the regulatory requirements of 907 KAR 12:010, you are to be certified in First Aid and CPR by an official certifying agency such as the American Heart Association or the American Red Cross. A copy of your current certification must be included with your application material.

13. Resume

A resume is a summary of your education and work related experiences. It should highlight your accomplishments and show that you are qualified for the work you do. It is not a biography of everything you have done, but shows your professional history.

14. Releases of Information – if applicable

If you plan to include photographs, video clips, or descriptive narratives which include participants or their names, you must obtain a signed release of information permission form from the participant(s), the participant's family members/guardians, and any other individuals featured in the photographs or video clips.

15. Work Samples and Reflective Summaries.

Your electronic portfolio should contain PDF versions of work samples and reflective summaries that demonstrate your competency level and skills in the eight (8) designated areas and two (2) self-selected areas unique to the credential you are seeking.

Remember, a work sample cannot stand alone and must have a reflective summary in order to be considered by the reviewer.

### **Step 3: Share Your Portfolio with a Trained Peer Mentor, Team Members, or Immediate Supervisor and Make Final Revisions**

After you have the initial draft completed, you may want to let your team members, immediate supervisor, or Peer Mentor review your portfolio. If you would rather have someone from outside your agency review your draft prior to submission, you may contact the SPEAK Coordinator for assistance in obtaining an outside review from a Peer Portfolio Review Committee. They will be able to offer suggestions, ideas, or grammatical corrections to ensure that your portfolio is ready to submit to the Division of Developmental and Intellectual Disabilities for scoring. *(Please keep in mind that DDID staff will not be able to preview your portfolio prior to submission).*

**PLEASE NOTE:** Step 3 is an optional step. We encourage you to seek out trained Peer Mentors to not only receive their input but to receive their encouragement and support.

## **Step 4: Submit Completed Kentucky DSP Credential Application Packet**

Once you are ready to submit your portfolio to DDID for review and scoring, make sure that you convert your document into a PDF file and send as an attachment to the following email address:

**[KYDSPCP@ky.gov](mailto:KYDSPCP@ky.gov)**

For assistance in converting your document to a PDF format, you may contact your agency's CDS Sub-Administrator.

## **Step 5: Application Packet received by DDID**

Upon receipt, staff within the Division of Developmental and Intellectual Disabilities will log the candidate's information into a database along with the date the packet is received.

## **Step 6: Application Packet Review**

### ***SPEAK CONTACT INFORMATION***

**CHERYL PRUSINSKI, PROJECT  
COORDINATOR**  
**[CPRUSINSKI@SEVENCOUNTIES.ORG](mailto:CPRUSINSKI@SEVENCOUNTIES.ORG)**  
**502-802-2243 (CELL)**  
**[WWW.DSPSPEAK.ORG](http://WWW.DSPSPEAK.ORG)**

The candidate's Kentucky DSP Credential Application Packet will be evaluated by staff of the DDID Provider Development Team. The candidate should expect the review process to take 4-6 weeks.

## **Step 7: Credential Is Issued or the Packet is Returned to the Candidate with Comments for Revision and Re-submission**

If a Credential is issued, please skip to **Step 9**. If a credential is denied, the portfolio, along with reviewer comments will be returned to the candidate.

## **Step 8: Re-submit the Application Packet**

After reviewing the comments received from the DDID Provider Development Team Reviewer and making subsequent changes, the KY DSP Credential Candidate may re-submit the completed packet for another review.

## **Step 9: Recertify Every 2 Years**

The KY DSP Credential will be valid for a period of 2 years. The credential holder will receive re-certification requirements within six (6) months of issuance of credential. This will allow time for all educational and experiential requirements to be met for re-certification.

# **APPENDIX A**

## **Kentucky Direct Support Professional Credential Sample Application Packet**



**KENTUCKY DIRECT SUPPORT PROFESSIONAL CREDENTIAL PROGRAM**  
**APPLICATION**

Date of Application:

Desired Credential:

Qualification Option:

First Name:

Middle Initial:

Last Name:

Address:

City:

State:

Zip:

Phone:

Email:

How long have you been employed as a DSP: \_\_\_\_\_ Years \_\_\_\_\_ Months

College of Direct Support User ID:

**Most Current Employment Information**

Name of Current Employer:

Address:

City:

State:

Zip:

Phone:

Fax:

Date of Hire:

Name of most current supervisor:

Phone:

Email:

## EMPLOYER LETTER OF VERIFICATION

To Whom It May Concern:

This letter is to verify the employment of \_\_\_\_\_, who has worked for \_\_\_\_\_ as a Direct Support Professional beginning \_\_\_\_\_ **and** is a Full time/ Part time employee who has completed all training and personnel requirements as stipulated in 907 KAR 12:010.

This letter certifies the Credential Candidate has the ability to:

- Communicate effectively with person and family members
- Read, understand, and implement written and oral instructions
- Participates as a member of participant's person-centered Team if requested by participant.

Please contact me at \_\_\_\_\_ if you have any questions.

Sincerely,

**(Name of Supervisor)**  
**(Position/Title)**

# **KENTUCKY DIRECT SUPPORT PROFESSIONALS**

## **CODE OF ETHICS**

Individuals serving in the field of developmental and intellectual disabilities as Direct Support Professionals (DSPs) are essential members of the participant's support team. Each day, DSPs are required to make independent decisions which involve practical and ethical judgments as they support participants in their communities. This requires individuals in the supporting role to analyze and apply values and beliefs, use creativity and out-of-the-box thinking to assist them in the fulfillment of their duties.

The primary role of a DSP is to assist one or more participants requiring supports to lead self-directed lives and actively participate in their communities and nation. The DSP must be able to recognize the societal prejudices and unintended consequences of service delivery systems that form barriers which prevent many individuals with developmental or intellectual disabilities from enjoying a high quality of life.

The DSP should embrace the concept of person-centered thinking which follows the path suggested by the unique preferences, gifts, and needs of the participant(s) they support. This implies the DSP works in partnership with the participant(s), and those who love them, toward a life of opportunity, well-being, freedom, and contribution. A DSP becomes involved in almost every aspect of an individual's life, including access to the community, personal finances, physical well-being, relationships at all levels, employment, and every-day choices. Thus, a participant's life can change dramatically with the coming and going of direct support professionals.

As a DSP fulfills the primary duties of his or her position, they are faced with ethical decisions daily. They also feel the conflict that often exists between the principles of their profession and the daily practices that result from numerous organizations, governmental, social, and societal policies and prejudices. The conflicts often result in the shifting focus from person-centered principles to a service-driven focus. Thus, it becomes imperative for a DSP to have a firm ethical foundation that assists him or her in the navigation of the influences that bombard them.

The Kentucky DSP Code of Ethics should serve and be used as a guide to assist the DSP in decision-making that is person-centered focused and contributes to the ongoing pursuit of securing freedom, justice, and equality for all.

As a Direct Support Professional, I hereby affirm the following:

### **1. Person-Centered Supports**

Each person has the right to direct his or her own life and support(s), and in my role as a DSP, I will maintain a high level of flexibility, creativity, and commitment that is focused on the participant(s) I support. Therefore, I commit to providing person-centered supports

which focus on the unique social network, circumstances, personality, preferences, and needs/gifts of the participant(s) and will advocate on behalf of the participant(s) I support when individual preferences, needs, or gifts are neglected or when system needs override those of the participant(s).

2. Promoting Physical and Emotional Well-Being

I will promote the physical and emotional well-being of the participant(s) I support by developing relationships that are respectful, based on mutual trust, and maintained within professional boundaries. Through these relationships I will assist the participant(s) in understanding available options and potential consequences as they relate to their physical health and emotional well-being; challenge others (including support team members) to recognize and support the rights of the participant(s) to make informed decisions involving personal risk; and be vigilant in identifying, discussing with others, and reporting any situation in which the participants I support are at risk of abuse, neglect, exploitation, or harm.

3. Integrity and Responsibility

I will be responsible and accountable for my decisions and actions which include being conscious of my personal values and how they influence my professional decisions. I will seek advice and guidance from others as needed when making decisions, and affirm to practice and model valued behaviors and responsible work habits by maintaining a high level of professional competency through learning and on-going communication with others.

4. Confidentiality

I will seek information directly from the participant(s) I support regarding their wishes in how, when, and with whom privileged information should be shared while acknowledging confidentiality agreements with participants are subject to state and agency regulations/policies. I also recognize confidentiality agreements should be broken if there is imminent harm to others or to the participant I support. Where the correct course of action is not clear, I will seek out a qualified individual who can help me to clarify the situation and determine the best course of action.

5. Justice

To assure the person's preferences and interests are honored, I will seek to understand the guardianship or other legal representation of the participant(s) I support and help the participant(s) to understand their rights and responsibilities in meaningful participation in decision-making. I will strive to ensure access to needed information, services, resources, and equality of opportunity for each individual I support.

6. Respect

I respect the inherent dignity and worth of the person and treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. I

model respect for the human dignity of the individuals I support in my interactions and provision of opportunities and supports in a manner that reflects the individual participant as an integral member of his or her community worth of respect from others.

7. Relationships

I will assist the participant(s) I support in the development and maintenance of meaningful relationships and will proactively facilitate relationships between the participant(s), their family, and friends. I agree to separate my personal beliefs and expectations regarding relationships from those desired by the participant(s) I support based on their personal preference and will assure the participant(s) have the opportunity to make informed choices in safely expressing their sexuality.

8. Self-determination

I respect and promote the right of participants to self-determination and will assist the participant(s) in their efforts to identify and clarify their goals that will direct the course of their lives by honoring the individual participant's right to assume risk in an informed manner, recognizing each participant has the potential for lifelong learning and growth, and by working in partnership with others to support the participant(s) living self-directed lives.

9. Advocacy

I will advocate for the participant(s) I support for justice, inclusion, and full community participation through avenues such as supporting participants to speak for themselves in all matters where my assistance is needed; promotion of human, legal, and civil rights of all individuals and assisting others to understand these rights; advocating for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups who have been disempowered; locating additional advocacy services when those that I provide are not sufficient; recognizing that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions; and consulting with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

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DSP Signature

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Date

# **APPENDIX B**

## **Portfolio Work Samples**

## **PORTFOLIO WORK SAMPLES (Descriptions)**

The following are examples of work that a DSP might include in their portfolio.

1. **Anecdotal Records**

Anecdotal records are the notes that you have taken as you performed your duties. They document the support you provided an individual. These notes may refer to one or more of the following: the social, emotional, or physical changes or differences you observe in an individual; notes about your use of different strategies or changes to your approach with the individual and the result of those changes; notes you make regarding the individual's participation in a particular activity or event; and incident reports that you may have written. These types of notes help to document your ability to follow an individual's plan of care, make adjustments during delivery of supports, and your knowledge of the individual's needs and preferences.

2. **Assessments**

As a DSP, you are often asked to provide input during the formal and informal individual assessment process. A work sample might include assessment forms, checklists, or other documentation you are asked to complete by a licensed or certified professional. These assessments may be evaluating the individual's abilities or his or her progress as a result of a treatment plan. Another example could include your involvement with the Supports Intensity Scale (SIS) Assessment process or completion of the Health Risk Screening Tool (HRST).

3. **Awards and Certificates**

You probably feel good about your role as a DSP when you receive letters of recognition, certificates, or awards for your contribution to an individual's person-centered team, or as an employee of a provider agency. Therefore, it is appropriate to include these as work samples in your portfolio.

4. **Computer Programs**

As you know, technology is an integral part of our lives. In order to assist individuals with learning how to use technology appropriately and to appropriately monitor their activities based upon the individual's vulnerability and the limitations established in his or her person centered plan of care, it is essential you know and understand how to use the computer effectively. In addition, technology is essential for you professionally as training and professional development opportunities are available to DSPs through on-line delivery methods. Work samples of the use of computer programs may include any PowerPoint handouts you may have developed as a part of an agency training session; list of references, summary of information obtained as a part of on-line research on a specific topic related to your work as a DSP and how information was used in performance



improvement; on-line courses you have completed; descriptions of ways you have appropriately monitored an individual's use of the Internet based upon the individual's plan of care; and descriptions of ways you have used computer programs to communicate with an individual or assist them with learning new things using the computer.

#### 5. Instructional (Learning) Strategies

Cooperative learning has been defined as a teaching strategy that encourages and allows individuals to work collaboratively, in small groups, towards a common goal (Campbell et.al., 2001; Tileston, 2004). The use of cooperative learning strategies may be demonstrated in the implementation of an individual's plan of care. This includes how you assist an individual to work or interact with other individuals, including those with or without disabilities. For example, what learning or instructional strategies did you use with an individual to help that person learn appropriate social skills or dating skills? Ways that you might demonstrate your ability to implement instructional or learning strategies include photographs, video clips, and descriptive narratives.

#### 6. Evaluations

According to the Supports for Community Living regulations, employees of an agency are to receive a performance evaluation each year. These evaluations may be performed by your first-line supervisor or other managerial staff of the agency. Any portion of a job-performance evaluation that demonstrates your competency and skills in a specific area may be an important work sample to include in your portfolio.

For example, a narrative from an observer that shows your ability to implement a specific part of the individual's plan of care may be an important work sample. Again, make sure the work sample has a direct link to the competency area and one or more skill standards.

#### 7. Journals

Journaling is an excellent way of keeping track of what happens during any given day including what you observed, how you handled a particular situation, or record especially significant events that were celebrated with the individual with whom you work.

Journaling is also a great way to reflect on what happened during a particular time so that you are able to recall specifics at a later date.

If you choose to include a journal entry in your portfolio, the following guidelines should be followed: (1) The journal entry and reflection must have an obvious connection to the competency and skill standard(s) being addressed; (2) Dates and times are included in the entry; and (3) Names of individuals are deleted unless signed consents have been obtained.

#### 8. Meetings and Workshop/Training Logs

Direct Support Professionals are being asked to attend more meetings and professional development workshops. Documentation of your attendance may include a copy of the

agenda or certificate of attendance/completion. For meetings, your reflective summary about the meeting should include a description of the connection to the competency and skill standard being addressed, your role in the meeting, and outcomes that either changed or reinforced your work with one or more individuals. For professional development workshops, your reflective summary should include how you were able to apply suggested strategies or techniques in your daily duties.

#### 9. Observation Reports

As a part of your responsibility as a DSP, you are often required to observe and thoroughly record behaviors and interactions of an individual across all settings. You may be required to write reports based upon your observations, including critical and non-critical incident reports. Your work sample may be a narrative giving a brief description of your observation or a copy of an observation report or checklist you completed. You may find that this type of work sample can be used in many different competency areas and demonstrate more than one skill standard.

#### 10. Pictures

Pictures showing an individual completing a particular task or being involved in a particular event (especially events involving community members), special project, the individual's artistic expressions, and/or other activities help to demonstrate your range of creativity, ability to implement the plan of care, and provide supports specific to the preferences and desires of the individual.

#### 11. Problem-Solving Logs

As you identify problems with the implementation of an individual's plan of care, record them. When you include a problem-solving log, include a clear description of the problem; alternative strategies for dealing with the problem; how you communicated with the individual's person centered team; what strategies were chosen by the individual's Team; and the results of the implementation of each chosen strategy. Be sure to clearly describe your involvement throughout the process; however, it is imperative that you do not violate HIPPA or otherwise violate confidentiality of any individuals involved (including other staff members, professionals, family members of the participant).

#### 12. Professional Development Plans

As you grow in your competency and skills as a DSP, you may want to spend some time considering new topics you are interested in learning more about. After you have identified one or more topics, you should work with your immediate supervisor to develop a professional growth plan. This plan should include short- and long-term goals for professional development in a specific area(s) of need and/or interest. The plan should reflect your current level of ability and where you plan to be in the next three to five years. There must be an obvious connection between your professional development plan and the competency and skill you are addressing in the portfolio.

### 13. Professional Organizations and Committees List

Many of us are involved in various organizations and committees with which we work. One avenue to demonstrate either community involvement and/or your ability to work with other professionals is to list organizations and committees with whom you have experience. These organizations may include churches, civic organizations, and/or educational agencies where you have been working to support the individual in becoming a member of the organization or group. Be sure to describe the impact that the group(s) has made upon you either personally or professionally.

### 14. Professional Readings List

Do you enjoy reading material that will help you to be a more effective DSP? Are you required to read such material? If you answered “yes” to either of those questions, why not use it in your portfolio? Keep a list of all professional readings you complete along with your reactions to the material. As you reflect on what you read, consider the following: Were you able to talk with your supervisor or other DSPs? Were you able to implement new or different ways of working with an individual? If so, what was the outcome? These are issues that should be included in a reflective summary along with a narrative about the material you read.

### 15. Volunteer Experience Descriptions

As an adult (beginning at the age of 18) you may have volunteer experiences working with children and youth in a camping situation, volunteering in an after-school program, scouting programs, or volunteering with an organization that provided supports for adults with disabilities. Should you desire to include volunteer experiences in your portfolio, list and briefly describe your experience and the setting in which the services were provided. Your focus should be on how the experience helped you to pursue a career in the direct support profession or how it made you a better DSP.

### 16. Work Experience Descriptions (Descriptive Narratives)

Work experience descriptions or descriptive narratives are descriptions of your job as a DSP. The experience may be in multiple settings. Examples include Day Training, residential, community, hospital, or a supported employment setting. Your work experiences may include both compensated and non-compensated services. The narrative should include the types of duties performed, the setting in which they were performed, what the outcomes were, and a reflective summary that gives the intangible rewards you received while providing the services. It is likely you will use the Work Experience Descriptions as a significant part of your Credential Portfolio. However, it should **not** be the only type of work sample included in your professional portfolio. This is your story and your journey as a DSP. You have many different ways to tell the story of how you have reached the point of pursuing a KY DSP Credential; don't limit yourself to one format.

# APPENDIX

# C

## Reflective

## Summary Samples

## **ACCEPTABLE WORK SAMPLE and REFLECTIVE SUMMARY**

**CREDENTIAL:** DSP-SCA

**COMPETENCY AREA:** Community Access

**SKILL STANDARD:** 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 18

I work in a residential setting and support two gentlemen with very diverse interests. For the skill standards above, I would like to describe the following work done with Joe, one of the gentlemen I support.

Joe is 32 years old and really enjoys listening to country music, singing along with the songs he enjoys, watching events like rodeos. Some of his favorite country music songs are about cowboys and rodeos. On occasion he has mentioned he likes horses, a desire to dress like a cowboy, and be a barrel rider. When Joe's Person Centered Team met to discuss his person centered Plan of Care, I was able to accompany Joe so we could discuss some of his interests.

Using the forms we received during Community Access Training with Dr. Angela Amado, we looked at different interests that Joe has and talked with him about what he might want to try. We used the planning format that Dr. Amado suggested to brainstorm ideas with Joe about what we might work on over the next 12 months. I have attached an example of one of Joe's planning forms along with permission from Joe and his guardian to use his information in my portfolio.

Because we live in a rural area, we realized that we would have to do some research to find groups or individuals who have an interest in western style dress, country music, and activities related to rodeos. The first thing we decided to do was take Joe shopping to get the proper clothes for a cowboy look. In order to do this, we had to prepare Joe for the trip to the local men's store where jeans, shirts, boots, and hats are sold. Joe has difficulty shopping in large store settings because of the stimulating environment (lights, people, and noise) which usually results in behavioral outbursts. So we selected a smaller store in the local area that would be more subdued. I prepared Joe by talking to him about the salesman who would help find the right sizes and help him pick out the right cowboy hat. I role-played with Joe so he would understand what the salesman might ask him. I reassured him I would be there to help him if he needed me, but that I was going to do some shopping for my son so he needed to be able to talk to the salesman. We spent a week doing role-plays and getting Joe ready for shopping, including how to handle his money. When we went to the local men's store, Joe was ready to talk to the salesperson, request what he needed and wanted, and was ready for the salesperson to help him choose the right clothes, boots, and hat which fit him. I slipped into the background to do my own shopping after introducing Joe to the salesperson. The only assistance Joe needed was paying for the purchase, which is a skill that is identified on his plan of care that needs ongoing skill-building.

After his purchase, Joe was ready to find a group of friends who drives trucks, listens to country music, and rides horses. This meant I had to do a little research and find a group of guys who would be willing to accept Joe in their activities. I contacted the local UK County Extension Office to see if they had any ideas or knowledge of groups that deal with horses. They suggested I contact the person who puts together horse shows for the local county fair each year and see if she knew of any groups. After contacting Ms. Roberts, I learned there were several stables, riding groups, and opportunities that Joe might be able to access. She gave me contact names and also asked if Joe might be interested in helping with the county horse show doing things like opening the gate for the horses and riders or handing out trophies/ribbons. Since this was not something we had thought of, I told her we would talk to Joe and let her know. Since there is time before the county horse show, we can work with Joe and help him prepare.

I contacted the different groups and found a former school mate who is part of a group of guys between the ages of 30-35 that enjoy country music and riding horses. I talked to Jason about Joe and he agreed to meet him one afternoon after he got off work. Jason has a son who is also learning to ride a horse and so Jason understands how to be patient. Joe was a little reluctant at first, but Jason made several visits and started bringing his son to talk with Joe. After about 5 visits at Joe's house, he was ready to go with Jason and his son to Jason's farm where the horses are boarded. Jason made sure to drive his truck that day and had country music playing on the radio. I accompanied the guys to the farm and again stayed in the background just in case Joe became overwhelmed and needed to review his self-management techniques for behavior. We had practiced these prior to going with Jason, so Joe was prepared. After several visits and Jason taking time to introduce Joe to the other guys in the group one at a time, they have now formed a friendship where Joe is comfortable going with the group on riding trips in the local area. Jason is usually the one who picks Joe up, but he has also developed a trusting relationship with Ryan and Trevor and is comfortable riding in the vehicle with either of them.

We continue to monitor Joe's progress and self-monitoring of behaviors. I and the Positive Behavior Support Specialist have talked with Jason specifically and with the other group members who spend one-on-one time with Joe about his self-monitoring strategies, what signs Joe demonstrates when he is reaching a point of being overwhelmed, and what actions to take. They have developed friendships and the guys have accepted Joe with his quirks as part of the group. There has only been one incident of when Joe started becoming overwhelmed, but Jason was aware and de-escalated the situation promptly. I have faded my support to only going with Joe occasionally when he goes to the farm to help Jason groom the horses. This has been a long process, but I have learned a lot about Joe and other things that he enjoys.

Because of his success with this group, we are starting to build other connections with different groups for Joe, including options for employment working with horses and other animals at a local farm.

## UNACCEPTABLE REFLECTIVE SUMMARY AND WORK SAMPLE

The residents I support on a daily basis asked if I could help them plan a fun night of dinner and dancing. I took them to the library to use the computer on several occasions to make flyers, donation letters and party invitations. They were able to get a venue for their event, a caterer that donated their services as well as free dresses and tuxes. They called their event Dance All Night and invited every client and staff member from our agency. It was a very successful evening.

### WHY THIS REFLECTIVE SUMMARY and WORK SAMPLE IS UNACCEPTABLE

*Using the Portfolio Evaluation Criteria and Rating System, the above work sample and reflective summary would be rated deficient for lack of involvement of same aged peers and friends without disabilities from the community in addition to deficiencies in the following areas:*

- *Competency Areas and Skill Standards*
  - *Candidate does not specify Competency Area(s)*
  - *Candidate does not specify Skill Standard(s) being addressed.*
- *Understanding and Application – Rating of 2*
  - *A limited understanding of the competency area*
  - *Limited ability to apply skill standards with a person centered approach with ongoing assistance and on-site supervision*
- *Person First Language and Person Centered Approaches – Rating of 1*
  - *Candidate does not demonstrate Person First Language and Person Centered approaches to demonstrate their competency in the Human Service Field*
  - *The event itself is not reflective of building friendships, natural supports, and/or other relationships with members of the community. The event was limited to other individuals receiving paid supports from the agency along with the direct support providers of those paid services. This is not reflective of community access, advocacy, and participant empowerment.*
- *Reflective Summaries – Rating of 1*
  - *Candidate provide reflective summaries which demonstrate the following:*
    - *Description of the work sample that includes limited or no information for the reader's understanding and provides no details of importance.*

- *Summary does not contain an explanation of why the work sample was selected for inclusion in the portfolio nor does it explain how it relates to the competency and/or skill standard(s)*
- *Summary does not contain an appraisal of the impact and effectiveness of the work sample*
- *Contains little or no expression of the candidate's "transformation" through the work sample that describes essential components of 2 out of 4 of the following:*
  - *Changes that will or have occurred as a result of the work sample*
  - *Professional and/or personal growth that have occurred as a result of the work sample*
  - *Lessons learned from the work sample*
  - *Plans for strengthening weaknesses and/or alleviating problems encountered (if applicable)*



# APPENDIX D

## Suggested Electronic Portfolio Format

### For a Kentucky DSP Credential

## **Suggested Electronic Portfolio Format**

After completing all your work samples and reflective summaries for each, the following format is suggested for assembling your professional portfolio prior to submission to DDID for review and issuance of the desired credential(s).

### **Title Page**

List the Applicant's Name and the Credential being sought. For example:

Danielle S. Professional

DSP-C

### **Table of Contents**

#### **Application Packet (which includes the following)**

Application for Credential

Employer Letter of Verification

Letter of Professional Commitment

Letter of Support or Recommendation from a participant or a participant's family member or designated representative

Signed Commitment to adhere to the Kentucky DSP Code of Ethics

Copy of signed Kentucky College of Direct Supports (CDS) Phase I Competency Checklist (latest posted version on CDS)

Copy of signed Kentucky College of Direct Supports (CDS) Phase II Competency Checklist (latest posted version on CDS)

Letter of verification from current employer which documents a performance evaluation has been completed within the previous 12 months from the date of credential application and candidate is considered to be an employee in good standing; or candidate submits statement along with verification of performance evaluation from previous employer.

Copy of Kentucky CDS Transcript or certification of completion of a minimum of six (6) hours of DDID Crisis Prevention and Intervention (DDID CPI) Training utilizing the March 1, 2012 curriculum

Copy of current First Aid and CPR certifications issued by the American Red Cross and/or the American Heart Association

Copy of current resume

Transcripts or National Credential(s) – if not applicable refer to Portfolio Work Samples and Reflective Summaries below

Copy of official transcript demonstrating completion of applicable degree program(s) from an accredited college or university (if applicable)

Copy of current credential issued by the appropriate national accrediting agency/organization as specified in the Kentucky DSP Credential qualifications (if applicable)

Portfolio Work Samples and Reflective Summaries

Copy of signed Release of Information statements (if using participant images or other participant personally identifiable information)

Professional portfolio work samples and reflective summaries demonstrating proficiency in each of the 8 credential specified competency areas

Professional portfolio work samples demonstrating proficiency in each of the 2 self-selected credential specified competency areas

# **APPENDIX E**

## **Portfolio Evaluation Criteria and Rating System**

## **PORTFOLIO EVALUATION CRITERIA AND RATING SYSTEM**

The DDID Portfolio Review Team will review and rate the submitted portfolio within 4-6 weeks of electronic submission. The review is based on the following criteria:

1. Competency Areas and Skill Standards
2. Understanding and Application
3. Person First Language and Person Centered Supports
4. Reflective Summaries
5. Grammar and Spelling
6. Organized Work Sample(s)

The rating system is:

1. Unsatisfactory
2. Needs Improvement
3. Good
4. Excellent

The total point system is:

1. 18-24 points and no scores below a 3 (Portfolio Approved – certification awarded)
2. 1-17 points (Portfolio Declined - with comments for re-submission)

<b>Evaluation Topics</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Competency Areas and Skill Standards</b>	<p>Candidate submitted work samples demonstrating proficiency in the:</p> <ul style="list-style-type: none"> <li>➤ 8 required competency areas and skill standards</li> <li>➤ 2 self-selected competency areas and skill standards</li> <li>➤ Utilized 3 or more types of evidence (referenced in Appendix B of Credential Manual)</li> </ul>	<p>Candidate submitted work samples demonstrating proficiency in the:</p> <ul style="list-style-type: none"> <li>➤ 8 required competency areas and skill standards</li> <li>➤ 2 self-selected competency areas and skill standards</li> <li>➤ Utilized 2 types of evidence (referenced in Appendix B of Credential Manual)</li> </ul>	<p>Candidate submitted work samples demonstrating proficiency in the:</p> <ul style="list-style-type: none"> <li>➤ 5 or less required competency areas and skill standards</li> <li>➤ 1 self-selected competency area and skill standard</li> <li>➤ Utilized 1 type of evidence (referenced in Appendix B of Credential Manual)</li> </ul>	<p>Candidate submitted work samples demonstrating proficiency in the:</p> <ul style="list-style-type: none"> <li>➤ 3 or less required competency areas and skill standards</li> <li>➤ 1 self-selected competency area and skill standard</li> <li>➤ Utilized 1 or less type of evidence (referenced in Appendix B of Credential Manual)</li> </ul>
<b>Understanding and Application</b>	<p>The evidence submitted demonstrates:</p> <ul style="list-style-type: none"> <li>➤ A clear understanding of the competency area</li> <li>➤ The ability to independently apply skill standards with a person centered approach with minimum or no on-site supervision</li> </ul>	<p>The evidence submitted demonstrates:</p> <ul style="list-style-type: none"> <li>➤ A basic understanding of the competency area</li> <li>➤ The ability to independently apply skill standards with a person centered approach with minimum assistance and minimum on-site supervision</li> </ul>	<p>The evidence submitted demonstrates:</p> <ul style="list-style-type: none"> <li>➤ A limited understanding of the competency area</li> <li>➤ Limited ability to independently apply skill standards with a person centered approach with ongoing assistance and on-site supervision</li> </ul>	<p>The evidence submitted demonstrates:</p> <ul style="list-style-type: none"> <li>➤ Little or no evidence of understanding the competency area</li> <li>➤ Requires extensive supervision and assistance to apply skill standards with a person centered approach</li> </ul>
<b>Person First Language and Person Centered Approaches</b>	<p>Candidate consistently uses Person First Language and Person Centered approaches to demonstrate his/her competency in the Human Service Field</p>	<p>Candidate generally uses Person First Language and Person Centered approaches to demonstrate his/her competency in the Human Service Field</p>	<p>Candidate uses limited Person First Language and Person Centered approaches to demonstrate his/her competency in the Human Service Field</p>	<p>Candidate does not demonstrate Person First Language and Person Centered approaches to demonstrate his/her competency in the Human Service Field</p>
<b>Reflective Summaries</b>	<p>Candidate provided reflective statements which demonstrate the following:</p> <ul style="list-style-type: none"> <li>➤ Description of the work sample that includes essential information for the reader's understanding including</li> </ul>	<p>Candidate provided reflective statements which demonstrate the following:</p> <ul style="list-style-type: none"> <li>➤ Description of the work sample that includes essential information for the reader's understanding but has limited</li> </ul>	<p>Candidate provided reflective statements which demonstrate the following:</p> <ul style="list-style-type: none"> <li>➤ Description of the work sample that includes limited information for the reader's understanding but provides</li> </ul>	<p>Candidate provided reflective statements which demonstrate the following:</p> <ul style="list-style-type: none"> <li>➤ Description of the work sample that includes limited or no information for the reader's understanding and</li> </ul>

Evaluation Topics	4	3	2	1
	<p>details of importance</p> <ul style="list-style-type: none"> <li>➤ Contains analysis of the work sample that provides essential information about why the work sample was included; and an explanation of how the work sample relates to the competency/skill standard(s)</li> <li>➤ Contains an appraisal of the work sample that provides a detailed demonstration of the candidate's perception of its impact and effectiveness; and shows the relationship between the work sample and the candidate's philosophy</li> <li>➤ Contains an expression of the candidate's "transformation" through the work sample that describes essential components of at least 3 of the following:               <ul style="list-style-type: none"> <li>○ Changes that will or have occurred as a result of the work sample</li> <li>○ Professional and/or personal growth that have occurred as a result of the work sample</li> <li>○ Lessons learned from the work sample</li> <li>○ Plans for strengthening weaknesses and/or alleviating problems encountered (if applicable)</li> </ul> </li> </ul>	<p>details of importance</p> <ul style="list-style-type: none"> <li>➤ Contains analysis of the work sample that provides some essential information about why the work sample was included; and a general explanation of how the work sample relates to the competency/skill standard(s)</li> <li>➤ Contains an appraisal of the work sample that provides some detail of the candidate's perception of its impact and effectiveness; and shows a general relationship between the work sample and the candidate's philosophy</li> <li>➤ Contains an expression of the candidate's "transformation" through the work sample that describes essential component of at least 2 of the following:               <ul style="list-style-type: none"> <li>○ Changes that will or have occurred as a result of the work sample</li> <li>○ Professional and/or personal growth that have occurred as a result of the work sample</li> <li>○ Lessons learned from the work sample</li> <li>○ Plans for strengthening weaknesses and/or alleviating problems encountered (if applicable)</li> </ul> </li> </ul>	<p>none or few details of importance</p> <ul style="list-style-type: none"> <li>➤ Contains analysis of the work sample that provides limited information about why the work sample was included; and a basic explanation of how the work sample relates to the competency/skill standard(s)</li> <li>➤ Contains an appraisal of the work sample that provides some no detail of the candidate's perception of its impact and effectiveness; and shows a limited relationship between the work sample and the candidate's philosophy</li> <li>➤ Contains an expression of the candidate's "transformation" through the work sample that describes essential components of 1 of the following:               <ul style="list-style-type: none"> <li>○ Changes that will or have occurred as a result of the work sample</li> <li>○ Professional and/or personal growth that have occurred as a result of the work sample</li> <li>○ Lessons learned from the work sample</li> <li>○ Plans for strengthening weaknesses and/or alleviating problems encountered (if applicable)</li> </ul> </li> </ul>	<p>provides no details of importance</p> <ul style="list-style-type: none"> <li>➤ Statement does not contain an explanation of why the work sample was selected for inclusion in the portfolio nor does it explain how it relates to the competency and/or skill standard(s)</li> <li>➤ Statement does not contain an appraisal of the impact and effectiveness of the work sample</li> <li>➤ Contains little or no expression of the candidate's "transformation" through the work sample that describes essential components of any of the following:               <ul style="list-style-type: none"> <li>○ Changes that will or have occurred as a result of the work sample</li> <li>○ Professional and/or personal growth that have occurred as a result of the work sample</li> <li>○ Lessons learned from the work sample</li> <li>○ Plans for strengthening weaknesses and/or alleviating problems encountered (if applicable)</li> </ul> </li> </ul>
<b>Grammar &amp; Spelling</b>	The written documentation contains few grammatical and/or spelling errors and is well written	The written documentation includes grammatical and spelling errors in at least several entries,	The written documentation includes grammatical and/or spelling errors across most entries,	The written documentation contains extensive grammatical and/or spelling errors throughout,

Evaluation Topics	4	3	2	1
		but is generally well written.	and the writing is difficult to follow in places.	and the writing is generally unclear.
<b>Organized Work Sample(s)</b>	The work sample(s) are clear and concise (though with appropriate detail)	The work sample(s) are generally clear and concise (though with appropriate detail)	The work sample(s) are somewhat clear and concise	The work sample(s) need improvement

## TECHNICAL ASSISTANCE INFORMATION

### 1. Credentialing Process, Portfolio Preparation, Status of Application Packet

Barb Locker – 502.564.7702, ext. 4410. Email: [Barb.Locker@ky.gov](mailto:Barb.Locker@ky.gov)

Michelle Thomas – 502.564.7702, ext. 4481. Email: [Michelle.Thomas@ky.gov](mailto:Michelle.Thomas@ky.gov)

### 2. College of Direct Support

Barbara Rosell – 502.564.7702, ext. 4441. Email: [BarbaraA.Rosell@ky.gov](mailto:BarbaraA.Rosell@ky.gov)

### 3. Peer Mentor Review

Cheryl Prusinski – 502.459.5292, ext. 7186. Email: [cprusinski@sevendcounties.org](mailto:cprusinski@sevendcounties.org)

Please contact Barb Locker if you are unable to find the answer to your question or questions in the DSP Credential Process FAQ located on the Division of Developmental and Intellectual Disabilities website in the Training Section at: <http://dbhdid.ky.gov/ddid/scl-training.aspx>

Our goal is to respond to email and phone inquiries as promptly as possible, but within 5 business days.



# **APPENDIX F**

## **KENTUCKY DSP PERFORMANCE EXPECTATIONS**

## **KENTUCKY DIRECT SUPPORT PROFESSIONAL PERFORMANCE EXPECTATIONS Effective February, 2013**

The following competencies and skill standards are required of all direct support professionals employed by an agency on or after February 1, 2013 regardless of experience or completion of College of Direct Support (CDS) modules. Each DSP is expected to meet proficiency in each of these areas within the first year of employment.

The provider agency may utilize the KY College of Direct Support (CDS) Phase I and Phase II Competency Checklists in addition to provider specific evaluation tools to observe the DSP's level of competency and proficiency in each of these areas. The expectation is that the DSP shall meet the competencies and skill standards by the end of the required training pursuant to 907 KAR 12:010. However, should a DSP not meet the expectation within the first six (6) months of employment, they shall complete the additional training, coaching, or mentoring requirements deemed necessary by the evaluator to reach the level of proficiency no later than one (1) year from the date of employment.

The Department of Behavioral Health, Developmental and Intellectual Disabilities (DBHDID), Division of Developmental and Intellectual Disabilities (DDID) will have staff available to assist the agency with training of direct support professionals in an effort to meet the minimum performance standards.

## **KENTUCKY DIRECT SUPPORT PROFESSIONAL COMPETENCY AREAS AND SKILL STANDARDS**

### **Advocacy**

*The DSP is knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative, and financial) and is able to identify and use effective strategies to overcome such challenges in the role as an advocate. The DSP shall demonstrate:*

1. Knowledge and understanding of the participant's communication of choices, wants, and needs when advocating for the participant during Person Centered Team meetings.
2. Ability to assist/represent the participant when there are barriers to service needs.
3. Ability to identify the rights of the participant and appropriately address a situation if the DSP and/or the participant believe those rights are being violated in any way by any person.
4. Ability to accurately identify whether a described or observed situation should be reported as a suspected case of abuse/neglect and knows appropriate steps to take to protect and support the participant in such a situation.
5. Ability to state the types of guardianship and the decisions that each type can make on behalf of the participant.

## **Communication**

*The DSP is knowledgeable of and has the ability to use a range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant, the Person Centered Team, and other professionals providing services and supports. The DSP shall demonstrate:*

1. Appropriate use of gestures, facial expressions, and tone of voice when responding to the participant's expressions of emotion.
2. Appropriate use of speech/written forms of communication to relay information.
3. Ability to engage in active listening to comprehend what is being communicated and demonstrate comprehension has occurred through such techniques as summarizing, paraphrasing, and perception checking.
4. Appropriate and respectful acknowledgement of and response to participant concerns.
5. Ability to recognize and adapt methods of communicating with the participant based upon the participant's preferred communication style.
6. Ability to build rapport with each participant utilizing culturally sensitive methods of communication.
7. Knowledge of and ability to use a variety of communication models, including alternative/augmentative communication devices and active listening skills.
8. Knowledge of and ability to learn and use terminology appropriately and demonstrates ability to explain acronyms to terms to participant as necessary to facilitate participant understanding and involvement.

## **Community Access**

*The DSP is knowledgeable about the formal and informal supports and resources available in the community and is skilled in assisting the participant to identify and gain access to such supports. The DSP shall demonstrate:*

1. Ability to collaborate with each participant's informal support system and other community connections to facilitate participant involvement in community activities/events.
2. Knowledge and understanding of each participant's behavior, health concerns, emergency plans, and supervision needs to support participant engagement in community activities/events.
3. Ability to encourage and assist with planning for community activities/events as needed by the participant, including the arrangement of transportation.
4. Ability to maintain positive working relationships with staff from other service organizations to facilitate involvement in community activities/events and collaborate as necessary to address obstacles or barriers to service delivery.
5. Ability to encourage and assist the participant, as needed, in facilitating friendships, intimate relationships, and other peer interactions, providing support and guidance as necessary utilizing formal and informal community connections and natural supports.
6. Respect for the participant's preferences and choices regarding relationships promoting responsible and safe behaviors, and checking with the participant regularly to monitor risk.

7. Ability to identify and secure religious supports/services, plan for vacations, and other activities preferred by the participant.
8. Ability to assist with identification and use of needed equipment and therapies to increase community access.
9. Ability to encourage and assist the participant, as needed, in communicating with health care professionals, social workers, and other community and public service representatives.

### **Crisis Prevention and Intervention**

*The DSP is knowledgeable about crisis prevention, intervention, and resolution techniques and demonstrates ability to match such techniques to particular circumstances and individuals. The DSP shall demonstrate:*

1. Ability to provide appropriate supervision and response to triggers and signs of agitation (using de-escalation techniques as appropriate) based on unique characteristics of each participant and their person centered Plan of Care.
2. Knowledge and understanding of the vulnerabilities of the participant and ability to identify and implement appropriate strategies to minimize a potential crisis (i.e., redirection, exercise, relaxation, sleep).
3. Knowledge and understanding of vulnerable adult abuse reporting procedures in accordance with state regulations and agency policies/procedures and the DSP's role as a mandated reporter.
4. Knowledge and understanding that all behavior is a means of communication and seeks to understand the participant, and when needed, assist the participant to communicate in a more adaptive manner.
5. Awareness of patterns and triggers to challenging behaviors and utilizes the participant's person centered Plan of Care to plan accordingly.
6. Knowledge and understanding that during a crisis is not a time for teaching or improving a participant's skill development.
7. Ability to encourage maximum choice and control by the participant in each environment, and validate and reinforce the participant's use of positive behavior choices.
8. Ability to identify how stress, spirituality, grief and loss, trauma, social roles, and relationships influence the participant and consider these components when implementing intervention strategies.
9. Ability to recognize signs of increased agitation, risks of suicide, or indications of potential criminal or crisis behavior on the part of a participant and takes appropriate steps to de-escalate the situation timely and effectively.

### **Documentation**

*The DSP is knowledgeable of regulatory and agency documentation requirements and is able to manage these requirements in a thorough and efficient manner. The DSP shall demonstrate:*

1. Ability to read and complete daily logs, charts, and other health care notes using appropriate terminology/objective language.
2. Ability to complete and submit incident reports as necessary within prescribed timelines.

3. Ability to maintain standard of confidentiality and ethical practice in documentation and communications (e.g., ABC, free of bias/judgment).
4. Willingness and ability to learn and remain current with appropriate documentation systems.
5. Ability to set priorities and develop and implement a method of managing and maintaining documentation requirements.
6. Ability to maintain accurate records; collect, compile, and evaluate data; and submit records to appropriate sources within specified timelines.

## **Facilitation of Services**

*The DSP is knowledgeable about a range of participatory planning techniques and is skilled in implementing, reviewing, and documenting information relevant to person centered Plans of Care in a collaborative and expeditious manner. The DSP shall demonstrate:*

1. Knowledge and understanding of the person centered planning process, including the role of team members, process of developing the plan, and information needed to develop and implement the participant's person centered Plan of Care.
2. Ability to actively participate in the person centered Plan of Care development with the participant's Person Centered Team by providing information regarding the participant's preferences, needs, and interests.
3. Ability to maintain collaborative professional relationships with the participant and all support team members (including the participant's family/friends) while following ethical standards of practice in provision of services.
4. Ability to follow channels of communication (written and/or oral) as identified in agency policy and according to the participant's Person Centered Team protocols.
5. Ability to maintain participant privacy and confidentiality of information when identifying and reporting information to appropriate support team members.
6. Respect of the participant's right to refuse participation in events or in receipt of services/supports.

## **Individual Personal Care**

*The DSP provides person care supports and services (i.e., clothing, hygiene, and grooming) in a sensitive and respectful manner, acknowledging the participant's personality style, preferences, and culturally based practices. The DSP shall demonstrate:*

1. Ability to assist the participant with making clothing, hygiene, and grooming choices that reduce social stigma.
2. Knowledge of availability of community services such as hair dressers, manicurists, barbers, and other grooming services and promotes opportunities for the participant to have frequent and regular access to those services.
3. Knowledge and understanding of federal and state laws and policies affecting the provision of personal care services.
4. Ability to assist with personal care tasks based upon the beliefs, values, needs (physical and/or cognitive), and preferences of the participant; and teach daily living skills building on the participant's strengths and capabilities.

5. Ability to respect the participant's privacy and demonstrates sensitivity by gathering only necessary and helpful information when learning the participant's hygiene and grooming routines.
6. Ability to assist the participant in expressing the participant's preferences by offering and supporting choices and providing information and opportunities in the areas of grooming, dressing, and hygiene.
7. Ability to use infection control techniques during personal and oral health care routines.
8. Ability to assist a participant as needed with bathing or showering, proper cleaning of the genital area, support for menstruation or sexuality as needed and appropriate, and toileting routines as requested, ensuring the health, safety, comfort, and privacy of the participant at all times.
9. Ability to provide oral health care that includes the four key elements of oral health; identification of common indicators of problems with oral health; and provision of respectful and effective interventions/strategies that lead to best possible or improved oral health.

### **Organizational Participation**

*The DSP knows the organizational mission, policies, and procedures; understands their role and responsibilities within the organization; participates in the life of the organization; and represents the organization in a responsible and respectful manner. The DSP shall demonstrate:*

1. Knowledge and understanding of the organization's mission, priorities, policies/procedures, and their relation to the job roles/responsibilities of the direct support professional.
2. Ability to represent the agency in a positive manner to families, team, and community members; and address organization concerns through appropriate channels.
3. Active participation in organizational activities.
4. Ability to promote and incorporate sensitivity of a participant's and/or co-worker's cultural, religious, racial, disability, and gender issues into daily practices and interactions.

### **Participant Empowerment**

*The DSP is knowledgeable of the process of self-determination and enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, assertiveness, and independence. The DSP shall demonstrate:*

1. Ability to assist and support the participant to make informed choices by sharing information and reinforcing self-determination and self-advocacy...
2. Ability to encourage the participant to accept and demonstrate personal responsibility and independence in daily events/activities and use information for self-advocacy and decision-making.
3. Demonstrate ability to encourage and assist the participant to speak on his/her own behalf (self-advocacy).
4. Ability to describe why empowerment and self-advocacy are important, especially when the participant with I/DD is viewed through the medical model.

## **Person Centered Supports**

*The DSP provides supports and services to participants in ways that focus on the individual's dreams, hopes, strengths, challenges, and needs. The DSP shall demonstrate:*

1. Knowledge and understanding of person centered planning and implementation techniques.
2. Ability to provide supports using a person centered methodology, including use of flexibility/creativity in the implementation of the participant's person centered Plan of Care.
3. Ability to assist the participant in developing person centered plans.
4. Ability to challenge co-workers and supervisors to use person centered practices.
5. Ability to model, coach, and encourage patterns of daily living experienced by individuals without disabilities, including age-appropriate opportunities, activities, possessions, and natural settings that teach new skills and supports lifelong learning.

## **Professionalism**

*The DSP pursues knowledge and information needed to perform job duties and interact with supported individuals and coworkers in a professional manner at all times. The DSP shall demonstrate:*

1. Ability to interact with participants, coworkers, supervisors and others in a professional manner, respecting professional boundaries when in workplace.
2. Ability to complete assigned work in an organized, time-efficient manner, accepting additional responsibilities as they arise.
3. Ability to respond to stressful situations in a calm, professional manner.
4. Ability to present self as a positive role model for the participant and other direct support professionals, including the use of daily language that reflects best practices in the field; respects and values all people; and demonstrates understanding of why the term intellectual/developmental disability is preferred.
5. Knowledge of where to access additional information regarding specific disability related issues.
6. Familiarity with the Kentucky Direct Support Professional Code of Ethics and demonstrates use of these standards to guide actions in supporting all individuals with intellectual/developmental disabilities.
7. Awareness of personal cultural bias and differences that may affect one's ability to work with a participant or other coworkers.
8. Knowledge and understanding of the nine (9) Tenets of Emotional Responsibility and demonstrates ability to recognize and implement the Emotional Responsibility Code of Conduct as outlined in the Kentucky DDID Crisis Prevention and Intervention Training dated March, 2012 or later.
9. Awareness of professional organizations and industry resources available to access further information regarding all matters related to being a Direct Support Professional.

## **Supporting Health/Safety/Wellness**

*The DSP promotes the health, safety, and wellness of all participants through health maintenance and prevention strategies, accurate medication administration, knowledge of general health and safety rules, and First Aid and emergency procedures. The DSP shall demonstrate:*

1. Ability to administer and chart medications accurately and monitor medication errors following reporting procedures according to state regulations and policies and agency policies/procedures.
2. Ability to supervise the health and safety of the participant.
3. Knowledge and understanding of medications or treatments prescribed for the participant; ability to identify and monitor interactions/side effects caused by medications or treatments; and ability to assist the participant to take necessary precautions to avoid adverse reactions.
4. Knowledge and ability to observe for and document signs and symptoms of illness.
5. Ability to locate relevant health care information and medical history of the participant.
6. Ability to plan and/or serve nutritious meals, incorporating the participant's choices and any dietary requirements listed in the participant's person centered Plan of Care.
7. Knowledge of and ability to implement appropriate First Aid/safety procedures when responding to emergencies; and adhere to universal precautions by using protective equipment and proper disposal techniques in accordance with agency policies/procedures.
8. Knowledge and understanding of state and agency protocols, policies, and procedures for preparing participant medications for community outings; proper disposal of unused medications; and completion of all required documentation regarding these events.
9. Ability to assist the participant in implementation of health and medical treatments (e.g., glucose blood testing, range of motion exercises, respiratory treatments) in a manner respectful and sensitive to the participant's needs and preferences and as trained and supervised by qualified professionals (e.g., Registered Nurse, Occupational/Physical Therapists, Respiratory Therapist).



# APPENDIX G

## KENTUCKY DSP

### CREDENTIAL

# QUALIFICATIONS

- **Direct Support Professional – Credentialed**
- **Direct Support Professional Specialty In Health Support**
- **Direct Support Professional Specialty In Positive Behavior Supports**
- **Direct Support Professional Specialty In Community Guide**
- **Direct Support Professional Specialty In Community Access**
- **Direct Support Professional Specialty In Employment**

## DIRECT SUPPORT PROFESSIONAL-CREDENTIALLED (DSP-C) QUALIFICATIONS and PORTFOLIO REQUIREMENTS

OPTION	QUALIFICATIONS	PORTFOLIO REQUIREMENTS
A	<ul style="list-style-type: none"> <li>Completion of 12 credit hours in a Human Service Program of Study from an accredited college or university</li> </ul>	<ul style="list-style-type: none"> <li>Copy of official transcript demonstrating completion of 12 credit hours in a Human Service Program of Study from an accredited college or university.</li> </ul>
B	<ul style="list-style-type: none"> <li>Demonstrate 1 year of full-time experience of direct support services with individuals in the field of intellectual/developmental disabilities.</li> <li>Submit portfolio work samples demonstrating proficiency in designated and self-selected KY DSP Competency Areas.</li> </ul>	<ul style="list-style-type: none"> <li>Resume demonstrating 1 year of full-time experience in direct support services with individuals in the field of intellectual / developmental disabilities.</li> <li>Submit portfolio work samples demonstrating proficiency in each of the following KY DSP-C competency areas: <ul style="list-style-type: none"> <li>Advocacy</li> <li>Communication</li> <li>Community Access</li> <li>Crisis Prevention and Intervention</li> <li>Facilitation of Services</li> <li>Household Management</li> <li>Participant Empowerment</li> <li>Person Centered Supports</li> </ul> </li> <li>Submit portfolio work samples demonstrating proficiency in 2 of the following KY DSP-C competency areas: <ul style="list-style-type: none"> <li>Assessment</li> <li>Documentation</li> <li>Education/Training/Self-Improvement</li> <li>Organizational Participation</li> <li>Professionalism</li> <li>Supporting Health/Safety/Wellness</li> <li>Vocational/Educational/Career Supports</li> </ul> </li> </ul>
C	<ul style="list-style-type: none"> <li>Submit a copy of a current NADSP-II credential</li> </ul>	<ul style="list-style-type: none"> <li>Provide a copy of current NADSP-II credential issued by the National Alliance of Direct Support Professionals</li> </ul>

**DIRECT SUPPORT PROFESSIONAL  
SPECIALIST IN HEALTH SUPPORT (DSP-SHS)  
QUALIFICATIONS AND PORTFOLIO REQUIREMENTS**

<b>OPTION</b>	<b>QUALIFICATIONS</b>	<b>PORTFOLIO REQUIREMENTS</b>
<b>A</b>	<ul style="list-style-type: none"> <li>• Current certification in Kentucky as a Certified Nurse Assistant (CNA)</li> <li>• Demonstrate 1 year of experience as a CNA providing support to individuals with I/DD</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of current license/certification from the Kentucky Board of Nursing as a Certified Nurse Assistant (CNA)</li> <li>• Resume demonstrating 1 year of experience as a CNA providing support to individuals with I/DD</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Demonstrate 1 year of full-time experience providing direct support services to individuals with I/DD with special health care needs</li> <li>• Submit portfolio work samples demonstrating proficiency in designated and self-selected KY DSP Competency Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Resume demonstrating 1 year of full-time experience providing direct support services to individuals with I/DD with special health care needs</li> <li>• Submit portfolio work samples demonstrating proficiency in each of the following KY DSP-SHS competency areas: <ul style="list-style-type: none"> <li>○ Advocacy</li> <li>○ Assessment</li> <li>○ Communication</li> <li>○ Community Access</li> <li>○ Crisis Prevention and Intervention</li> <li>○ Facilitation of Services</li> <li>○ Person Centered Supports</li> <li>○ Supporting Health/Safety/Wellness</li> </ul> </li> <li>• Submit portfolio work samples demonstrating proficiency in 2 of the following self-selected KY DSP-SHS competency areas: <ul style="list-style-type: none"> <li>○ Documentation</li> <li>○ Education/Training/Self-Improvement</li> <li>○ Household Management</li> <li>○ Individual Personal Care</li> <li>○ Organizational Participation</li> <li>○ Participant Empowerment</li> <li>○ Professionalism</li> <li>○ Vocational/Educational/Career Supports</li> </ul> </li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Submit a copy of current credential as a NADSP Specialist in Health Support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a copy of current credential as a NADSP Specialist in Health Support by the National Alliance of Direct Support Professionals</li> </ul>

**DIRECT SUPPORT PROFESSIONAL  
SPECIALIST IN POSITIVE BEHAVIOR SUPPORTS (DSP-SPBS)  
QUALIFICATIONS AND PORTFOLIO REQUIREMENTS**

OPTION	QUALIFICATIONS	PORTFOLIO REQUIREMENTS
A	<ul style="list-style-type: none"> <li>• Successful completion of an Associate Degree Program in a Human Service Program of Study from an accredited college or university</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of Associate Degree Program in a Human Service Program of Study from an accredited college or university</li> </ul>
B	<ul style="list-style-type: none"> <li>• Demonstrate 1 year of full-time experience in direct support services providing support to individuals with intellectual / developmental disabilities who display challenging behaviors.</li> <li>• Submit portfolio work samples demonstrating proficiency in designated and self-selected KY DSP Competency Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Resume demonstrating 1 year of full-time experience in direct support services providing support to individuals with intellectual/developmental disabilities who display challenging behaviors</li> <li>• Submit portfolio work samples demonstrating proficiency in each of the following KY DSP-SPBS Competency Areas:               <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Communication</li> <li>○ Crisis Prevention and Intervention</li> <li>○ Documentation</li> <li>○ Participant Empowerment</li> <li>○ Person Centered Supports</li> <li>○ Positive Behavior Supports</li> <li>○ Professionalism</li> </ul> </li> <li>• Submit portfolio work samples demonstrating proficiency in 2 of the following self-selected KY DSP-SPBS Competency Areas:               <ul style="list-style-type: none"> <li>○ Advocacy</li> <li>○ Education/Training/Self-Development</li> <li>○ Organizational Participation</li> <li>○ Supporting Health/Safety/Wellness</li> </ul> </li> </ul>
C	<ul style="list-style-type: none"> <li>• Submit a copy of current credential as a NADSP Specialist in Positive Behavior Supports; or</li> <li>• Submit a copy of current credential as a NADD Direct Support Professional Certification in Dual Diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a copy of current credential as a NADSP Specialist in Positive Behavior Supports by the National Alliance of Direct Support Professionals; OR</li> <li>• Provide a copy of current credential as a NADD Direct Support Professional Certification in Dual Diagnosis</li> </ul>

**DIRECT SUPPORT PROFESSIONAL  
SPECIALTY IN COMMUNITY GUIDE (DSP-SCG)  
QUALIFICATIONS AND PORTFOLIO REQUIREMENTS**

<b>OPTION</b>	<b>QUALIFICATIONS</b>	<b>PORTFOLIO REQUIREMENTS</b>
<b>A</b>	<ul style="list-style-type: none"> <li>• Completion of a Bachelor's Degree in a Human Services Program of Study from an accredited college or university</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of a Bachelor's Degree in a Human Services Program of Study from an accredited college or university</li> <li>• Copy of CDS transcript demonstrating successful completion of KY Community Guide Module</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Completion of a Bachelor's Degree in any other field from an accredited college or university</li> <li>• Completion of 1 year of continuous full-time experience providing direct support services in the area of intellectual / developmental disabilities</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of a Bachelor's Degree in any other field from an accredited college or university</li> <li>• Resume demonstrating 1 year of continuous full-time experience providing direct support services in the area of intellectual / developmental disabilities</li> <li>• Copy of CDS transcript demonstrating successful completion of KY Community Guide Module</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Demonstrate 1 year of full-time experience providing direct support services which focus on inclusion opportunities (community access, supported employment, community living services) for individuals with I/DD in their communities</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> <li>• Submit work samples demonstrating proficiency in designated and self-selected competency areas</li> </ul>	<ul style="list-style-type: none"> <li>• Resume demonstrating 1 year of full-time experience providing direct support services which focus on inclusion opportunities (community access, supported employment, community living services) for individuals with I/DD in their communities</li> <li>• Copy of CDS transcript demonstrating successful completion of the KY College of Direct Support Community Guide Module</li> <li>• Submit portfolio work samples demonstrating proficiency in the following KY DSP-SCG Competency Areas: <ul style="list-style-type: none"> <li>○ Advocacy</li> <li>○ Communication</li> <li>○ Facilitation of Services</li> <li>○ Leading Training and Staff Development Activities</li> <li>○ Person Centered Supports</li> <li>○ Personnel Management</li> <li>○ Professionalism</li> <li>○ Vocational/Educational/Career Supports</li> </ul> </li> <li>• Submit work samples demonstrating proficiency in 2 of the following KY DSP-SCG Competency Areas:</li> </ul>

		<ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Community Access</li> <li>○ Crisis Prevention and Intervention</li> <li>○ Documentation</li> <li>○ Education/Training/Self-Improvement</li> <li>○ Participant Empowerment</li> <li>○ Support Health/Safety/Wellness</li> </ul>
D	<ul style="list-style-type: none"> <li>• Copy of current NADSP Specialist in Inclusion credential</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> </ul>	<ul style="list-style-type: none"> <li>• Submit a copy of current NADSP Specialist in Inclusion credential issued by the National Alliance of Direct Support Professionals</li> <li>• Submit CDS transcript demonstrating successful completion of the KY CDS Community Guide Module</li> </ul>

**DIRECT SUPPORT PROFESSIONAL  
SPECIALTY IN COMMUNITY ACCESS (DSP-SCA)  
QUALIFICATIONS AND PORTFOLIO REQUIREMENTS**

<b>OPTION</b>	<b>QUALIFICATIONS</b>	<b>PORTFOLIO REQUIREMENTS</b>
<b>A</b>	<ul style="list-style-type: none"> <li>Completion of a Bachelor's Degree in a Human Services Program of Study from an accredited college or university</li> </ul>	<ul style="list-style-type: none"> <li>Copy of official transcript demonstrating successful completion of a Bachelor's Degree in a Human Services Program of Study from an accredited college or university</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Completion of a Bachelor's Degree in any field of study from an accredited college or university</li> <li>Completion of 1 year of continuous full-time experience providing direct support services in the field of intellectual /developmental disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Copy of official transcript demonstrating successful completion of a Bachelor's Degree in any field of study from an accredited college or university</li> <li>Resume demonstrating 1 year of continuous full-time experience providing direct support services in the field of intellectual /developmental disabilities</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Completion of 1 year of full-time experience providing direct support services in the field of intellectual/developmental disabilities</li> <li>Submit portfolio work samples demonstrating proficiency in designated and self-selected KY DSP Competency Areas</li> </ul>	<ul style="list-style-type: none"> <li>Resume demonstrating 1 year of full-time experience providing direct support services in the field of intellectual/developmental disabilities</li> <li>Submit portfolio work samples demonstrating proficiency in the following KY DSP-SCA Competency Areas: <ul style="list-style-type: none"> <li>Advocacy</li> <li>Community Access</li> <li>Crisis Prevention and Intervention</li> <li>Facilitation of Services</li> <li>Participant Empowerment</li> <li>Person Centered Supports</li> <li>Support Health/Safety/Wellness</li> <li>Vocational/Educational/Career Supports</li> </ul> </li> <li>Submit portfolio work samples demonstrating proficiency in 2 of the following self-selected KY DSP-SCA Competency Areas: <ul style="list-style-type: none"> <li>Assessment</li> <li>Communication</li> <li>Documentation</li> <li>Education/Training/Self-Development</li> <li>Household Management</li> <li>Organizational Participation</li> <li>Professionalism</li> </ul> </li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Submit a copy of current credential as a NADSP Specialist in Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Submit a copy of current NADSP-Specialist in Inclusion credential issued by the National Alliance of Direct Support Professionals</li> </ul>

**DIRECT SUPPORT PROFESSIONAL  
SPECIALTY IN EMPLOYMENT (DSP-SE)  
QUALIFICATIONS and PORTFOLIO REQUIREMENTS**

OPTION	QUALIFICATIONS	PORTFOLIO REQUIREMENTS
A	<ul style="list-style-type: none"> <li>• Completion of a Bachelor's Degree from an accredited college or university</li> <li>• Completion of 1 year of experience in the field of intellectual/developmental disabilities</li> <li>• Completion of the Kentucky Supported Employment Training Project (KSETP) curriculum provided by the University of Kentucky, Human Development Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of a Bachelor's Degree Program from an accredited college or university.</li> <li>• Resume demonstrating completion of 1 year of full-time experience in the field of intellectual/developmental disabilities.</li> <li>• Verification from the University of Kentucky, Human Development Institute of successful completion of KSETP curriculum within the previous 12 months of date of credential application.</li> </ul>
B	<ul style="list-style-type: none"> <li>• Demonstrate 1 year of full-time experience providing relevant direct support services in the field of intellectual/developmental disabilities</li> <li>• Completion of the Kentucky Supported Employment Training Project (KSETP) curriculum provided by the University of Kentucky, Human Development Institute</li> <li>• Submit portfolio work samples demonstrating proficiency in designated and self-selected KY DSP competency areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Resume demonstrating 1 year of full-time experience providing relevant direct support services in the field of intellectual/developmental disabilities</li> <li>• Verification from the University of Kentucky, Human Development Institute of successful completion of KSETP curriculum within the previous 12 months of date of credential application</li> <li>• Submit portfolio work samples demonstrating proficiency in the following KY DSP-SE Competency Areas: <ul style="list-style-type: none"> <li>○ Core Values and Principles to Practice</li> <li>○ Impact of Wages on Benefits</li> <li>○ Job Analysis</li> <li>○ Job Development</li> <li>○ Long-Term Support and Follow-Up</li> <li>○ Natural Supports</li> <li>○ Person Centered Job Selection (Discovery)</li> <li>○ Professional Development</li> </ul> </li> <li>• Submit portfolio work samples demonstrating proficiency in 2 of the following self-selected KY DSP-SE Competency Areas: <ul style="list-style-type: none"> <li>○ Access to the Community</li> <li>○ Advocacy</li> <li>○ Communication</li> <li>○ Crisis Prevention and Intervention</li> <li>○ Documentation</li> <li>○ Individual Personal Care</li> <li>○ Organizational Participation</li> <li>○ Participant Empowerment</li> </ul> </li> </ul>



OPTION	QUALIFICATIONS	PORTFOLIO REQUIREMENTS
		<ul style="list-style-type: none"> <li>○ Person Centered Supports</li> <li>○ Professionalism</li> <li>○ Support Health, Safety, Wellness</li> <li>○ Vocational/Educational/Career Supports</li> </ul>
C	<ul style="list-style-type: none"> <li>• Copy of current Certified Employment Support Professional (CESP) credential issued by the Employment Support Professional Certification Council (ESPCC)</li> <li>• Demonstrate 1 year of full-time experience in the field of intellectual/developmental disabilities</li> <li>• Completion of the Kentucky Supported Employment Training Project (KSETP) curriculum provided by the University of Kentucky, Human Development Institute within the previous 12 months of the date of application</li> </ul>	<ul style="list-style-type: none"> <li>• Submit copy of current Certified Employment Support Professional (CESP) credential issued by the Employment Support Professional Certification Council (ESPCC)</li> <li>• Resume demonstrating 1 year of relevant full-time experience in the field of intellectual/developmental disabilities</li> <li>• Verification from the University of Kentucky, Human Development Institute of successful completion of KSETP curriculum within the previous 12 months of date of credential application</li> </ul>

# APPENDIX H

## KENTUCKY DSP PORTFOLIO CHECKLIST

## KENTUCKY DSP CREDENTIAL PORTFOLIO SUBMISSION CHECKLIST

This checklist is for your use as one organizational tool to ensure you have included all the materials in your portfolio prior to submission to the Division of Developmental and Intellectual Disabilities for review and award of the appropriate credential. **The checklist should not be submitted with your portfolio.**

- ☐ Credential \_\_\_\_\_ ☐ Credential Option \_\_\_\_\_
- ☐ Date of Submission: \_\_\_\_\_
- ☐ Peer Mentor: \_\_\_\_\_
- ☐ Required Portfolio Components Completed: *(Items 1-11 are required for every applicant regardless of which qualification option is selected; Item 12 may be used by individuals who have completed higher education programs as specified in the credential qualification options; Item 13 may be used by individuals who have attained a national credential and desires a Kentucky DSP Credential; and Items 14-16 are for individuals who must submit portfolio work samples to attain a KY DSP Credential)*

1. Application for Credential
2. Employer Letter of Verification
3. Letter of Professional Commitment
4. Letter of Support or Recommendation from a participant or a participant's family member or designated representative
5. Signed Commitment to adhere to the Kentucky DSP Code of Ethics
6. Copy of signed Kentucky College of Direct Supports (CDS) Phase I Competency Checklist (October 2013 or later version)
7. Copy of signed Kentucky College of Direct Supports (CDS) Phase II Competency Checklist (October 2013 or later version)
8. Letter of verification from current employer that documents a performance evaluation has been completed within the previous 12 months from the date of credential application and candidate is considered to be an employee in good standing; or candidate submits statement along with verification of performance evaluation from previous employer.
9. Copy of Kentucky CDS Transcript or certification of completion of a minimum of six (6) hours of DDID Crisis Prevention and Intervention (CPI) Training utilizing the March 1, 2012 curriculum

10. Copy of current First Aid and CPR certifications issued by the American Red Cross and/or the American Heart Association
11. Copy of current resume
12. Copy of official transcript demonstrating completion of applicable degree program(s) from an accredited college or university (if applicable)
13. Copy of current credential issued by the appropriate national accrediting agency/organization as specified in the Kentucky DSP Credential qualifications (if applicable)
14. Copy of signed Release of Information statements (if using participant images or other participant personally identifiable information)
15. Professional portfolio work samples and reflective summaries demonstrating proficiency in each of the eight (8) credential specified competency areas
16. Professional portfolio work samples and reflective summaries demonstrating proficiency in each of the two (2) self-selected credential specified competency areas